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ABSTRACT

This annual report investigates Kansas' current teacher job market. Data came from surveys of superintendents from all 304 unified school districts, special education directors, directors of teacher education programs, and college placement directors. The nine sections are (1) Historical Perspective, (2) Sources of Data, (3) Relevance of Each Data Source to the Interpretation of Teacher Supply and Demand, (4) Reporting Data, (5) Teacher Supply and Demand, (6) Administrator Supply and Demand, (7) Perceptions of Special Education Teacher Supply and Demand, (8) The Effect of District Size on the Availability of Teaching Applicants, and (9) Summary and Recommendations. There is a surplus of qualified job seekers in elementary and physical education. The supply of applicants for social studies, educable mentally handicapped, reading, and assistant principal positions is adequate. A serious shortage remains across most of Kansas for music teachers and counselors. There is a serious shortage of teachers for the hearing impaired, physically impaired, gifted, and behavioral disordered and a serious shortage of physical therapists. All other fields in both regular and special education share a slight shortage statewide. A very serious shortage of substitute teachers exists in all areas of Kansas. Shortages are not consistent throughout Kansas. Generally, smaller rural districts are at a disadvantage when trying to attract applicants. A set of 50 tables comprises the bulk of this booklet. (SM)

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Twentieth Annual Survey - March 1999

THE TEACHERS COLLEGE EMPORIA STATE UNIVERSITY

Teacher Supply and Demand in Kansas Public Schools

Twentieth Annual Survey

Jones Institute for Educational Excellence
The Teachers College

EMPORIA STATE UNIVERSITY

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March 1999

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Administrative Summary

- In two fields, elementary classroom and physical education, a surplus of qualified job seekers exists.
- The supply of applicants for social studies, educable mentally handicapped, reading, and assistant principal positions is adequate.
- A serious shortage remains across most of the state for music teachers and counselors.
- In special education fields, a serious shortage of teachers of the hearing impaired, the physically impaired, gifted, behavioral disordered, and physical therapists is apparent.
- All other fields both in regular and special education share a slight shortage statewide.
- A very serious shortage of substitute teachers exists in all areas of the state.
- Shortages are not consistent throughout the state. Pockets of serious shortages exist in fields with otherwise adequate supplies.
- Generally, smaller rural districts are at a disadvantage compared to large districts when trying to attract applicants. This problem is exacerbated since the smaller districts face a proportionally greater turn over, particularly in areas in which recruitment is most difficult.

I&II

Section

"This year, an attempt is being made to investigate the current job market in more depth so the report will be useful to those preparing to become teachers, their advisors, as well as decision makers."

Section I: Historical Perspective

The past 19 reports of Teacher Supply and Demand in Kansas traced the historical trends in the job market for ed[illegible]tional professionals. These trends are well known and relatively stable. This year, an attempt is being made to investigate the current job market in more depth so the report will be useful to those preparing to become teachers, their advisors, as well as decision makers.

One major criticism of teacher supply and demand studies which examine only historical trends, including our past reports, is that they tend to discount the presence of those persons who have graduated college in a given year but have not immediately secured employment in the field. Thus, when graduates are compared to job availability each year, the counter is set to zero, in effect assuming that all of those who hold a teaching credential simply evaporate if not successful in their initial job search. This certainly is not the case. Every community contains a supply of qualified teachers who for one reason or another are not teaching. No systematic effort has been made to examine the effect of these persons on the overall job market. By adopting a multi-faceted approach with several new data sources, this report attempts to provide that analysis.

Section II: Sources of Data

Regular Education Teacher Supply and Demand

Superintendents from all 304 unified school districts (USD's) were sent questionnaires which asked them to report the teaching fields in which interviews had been held for positions in the 1998-99 school year. Further, they were asked to report their perception of the availability of candidates in each of these fields. They also were asked to report the number of staff members new to their district by teaching specialty, as well as the number of unfilled positions with which they began the current school year. Of the 304 USD's queried, questionnaires were returned by 285 (94%). These districts enroll more than 96% of the school children in the state (Table 1).

Special Education Teacher Supply and Demand

Special education teacher supply and demand has been quite difficult to assess because of the various organizational schemes used to provide these services. Most are presented through some type of multi-district grouping, and, in most cases, boundaries are difficult for an outsider to define. The source of data chosen to represent this segment of the teacher job market were special education interlocal and cooperative directors. Questionnaires sought their perceptions of the availability of teachers for those areas in which interviews were held. They also were asked to provide the number of unfilled positions with which they began the school year. Of the 70 instruments mailed, 61 (87%) were returned.

Teacher Education Graduates

Directors of the teacher education programs at the six Regents' universities and the Kansas private colleges offering teacher education programs were asked to supply numbers of students who achieved initial teacher certification during the current year. This data was provided for general elementary classroom teachers, and 13 selected academic majors at the secondary level.

College and University Perception of Teacher Supply and Demand

Placement directors from the Regents colleges and universities were asked to provide their perception of the supply and demand for current teacher graduates. Additionally, these officials were asked to provide their perceptions of activity in Kansas of teacher recruitment agents from out of state.

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Section III: Relevance of Each Data Source to the Interpretation of Teacher Supply and Demand

Teachers New to a School District

One difficulty of describing the job market for educators is the lack of a clearly defined entry level position. While there is some limited differentiation, particularly in larger schools, most teachers have the same type of required duties the first year they teach as they do at the end of their careers. In theory, both the novice and the experienced teacher are competitors for the same jobs. While experienced teachers change jobs and school districts for a variety of reasons, teaching has several characteristics which create a great deal of geographic stability in the work force. There is seldom a significant financial advantage gained by changing districts because, with a few exceptions, pay scales are similar across the state. A compelling reason for teachers to remain in place is the teacher due process law, which requires an experienced tenured teacher to trade his or her tenure status for a new probationary period as a result of changing school districts. Therefore, a good measure of teaching demand is the number of teachers new to a district in a given year. These are the jobs for which those new to the profession, those belonging to the hidden talent pool of prior graduates still actively seeking teaching positions, as well as those few experienced teachers who do seek a change, will compete.

Unfilled Positions

Most of the unfilled positions school districts are forced to carry into a school year result from unexpected circumstances, such as a late resignation, the sudden serious illness of a staff member, transfer of a spouse, and so forth. However, the fact that the positions are not filled also is a measure of the difficulty of recruiting a suitably trained replacement. Thus, unfilled positions at the beginning of a school year do indicate the nature of the teacher supply in a given area. While the total number of unfilled positions is somewhat surprising, it should not be concluded that large numbers of Kansas school children are in classrooms without competent teachers. Hirings after the school year is underway, provisional certification, curriculum reorganization, and other administrative devices can affect remedies in the short run, but the figures do help define problems in teacher supply.

College Reports of New Graduates

The lifeblood of any profession is the new entrant, for without them stagnation is inevitable. However, the number of such new persons is both a reflection of and a determinant of the viability of the job market. In the case of this study, the number of graduates in a given field compared to the new hires indicates the robustness of the job market. When combined with the perceptions of supply by persons involved in hiring, it is possible to infer a great deal about the hidden talent pool. For example, in general classroom teaching at the elementary level, the number of graduates and the number of new hires seem nicely in balance. However, both the superintendents and placement directors perceive a surplus of candidates in these areas. In such cases, one can only speculate that persons trained earlier are present and actively seeking teaching positions thus increasing the pool of candidates.

Perceptions of Career Placement Officers

College career placement officers probably have the best sense of the job market in their particular service area. However, it can be expected that their perceptions will vary from those of the superintendents. Placement officers are faced with the challenge of helping all of their graduates find employment, while the superintendent is looking for the highest caliber applicant. The placement officers also are privy to one other piece of information, the activities of out-of-state recruiters, as the contact with Kansas graduates usually involves a Kansas placement office to some degree. While we normally equate the "brain drain" with science and technology, out-of-state teacher recruiters are interested in the best and the brightest of current graduates and compete directly with in-state districts for educators prepared in the areas of short supply.

"While we normally equate the "brain drain" with science and technology, out-of-state teacher recruiters are interested in the best and the brightest of current graduates and compete directly with in-state districts for educators prepared in the areas of short supply."

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"Since the purpose of basing KSBE districts on senatorial districts is to establish uniformity of population, and since the population of Kansas is not uniformly distributed, these districts show extreme variation in terms of geographic size, ranging from District 5, which encompasses the western third of the state, to District 2, which consists of two suburban Kansas City districts."

Section IV: Reporting Data

Regular Education

Data is presented in a series of tables with discussion. The first tables give data for the state as a whole. They present numbers of new hires, unfilled positions, and superintendent and placement officer perceptions by educational level and academic specialty. Data is included for two post-graduate specialties--school administration and counselors.

Special Education

Special education data is incorporated in the same series of tables, with two major differences. The perceptions reported are those of a special education cooperative or interlocal administrator rather than the regular education superintendent, and data is not available for special education unit size, as there are so many different organizational schemes utilized in the state. It also should be noted that in some cases the special education program is housed within a single USD. This is more common in larger districts, and these USD's were identified and contacted. However, while it would be unusual, this also may occur in some smaller rural districts. Since there is no readily available way to identify these situations, it is probable that some isolated cases are not included in the data.

Demographic Variables

Two demographic variables are used to disaggregate the data. The first of these is the size of local school districts. For purposes of this study, the responding districts were classified into three size categories. Small districts are those with enrollment of less than 400 pupils. Medium-sized districts have enrollments between 400 and 1500. Districts with enrollments greater than 1500 are considered large districts. Table 2 shows the result of this grouping. It is notable that while the smallest districts comprise 18% of the USD's in the state, they collectively enroll only 5.2% of the state's students. Similarly, the medium category includes 49% of total districts, but educate only 24% of the total student body. On the other hand, the largest districts, accounting for approximately one third of the USD's, educate nearly three fourths of the students attending public schools.

Figure 1 presents the school governance structure broken down by Kansas State Board of Education (KSBE) districts. KSBE district boundaries are defined by state senatorial districts rather than USD's, as the KSBE member represents citizens rather than school districts (Figure 1). Using maps of the KSBE districts and the USD's, the school districts were assigned to KSBE districts to create a demographic variable based upon geography. Since the purpose of basing KSBE districts on senatorial districts is to establish uniformity of population, and since the population of Kansas is not uniformly distributed, these districts show extreme variation in terms of geographic size, ranging from District 5, which encompasses the western third of the state, to District 2, which consists of two suburban Kansas City districts. However, each of the 10 districts contains approximately the same number of residents. There are some distinct differences in the number of USD's included in each district, which is roughly in keeping with the geographic nature of the district. In urban areas, very large districts are common while in rural, lightly populated districts, small organizational units are the rule. However, there are many exceptions to this since tradition, as well as the effect of demographic change which has occurred since the freezing of school districts boundaries in the unification of the 1960s, has lead to the presence of small USD's throughout the state. Only KSBE Districts 2 and 8 can be thought of as purely urban.

It has widely been accepted within professional education that the size and location of school districts exert a powerful influence on the job market for teachers. These two demographic variables will be applied to the data in an attempt to confirm or refute these assumptions.

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Chart 4
Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Public and Private Institutions, 1975-98

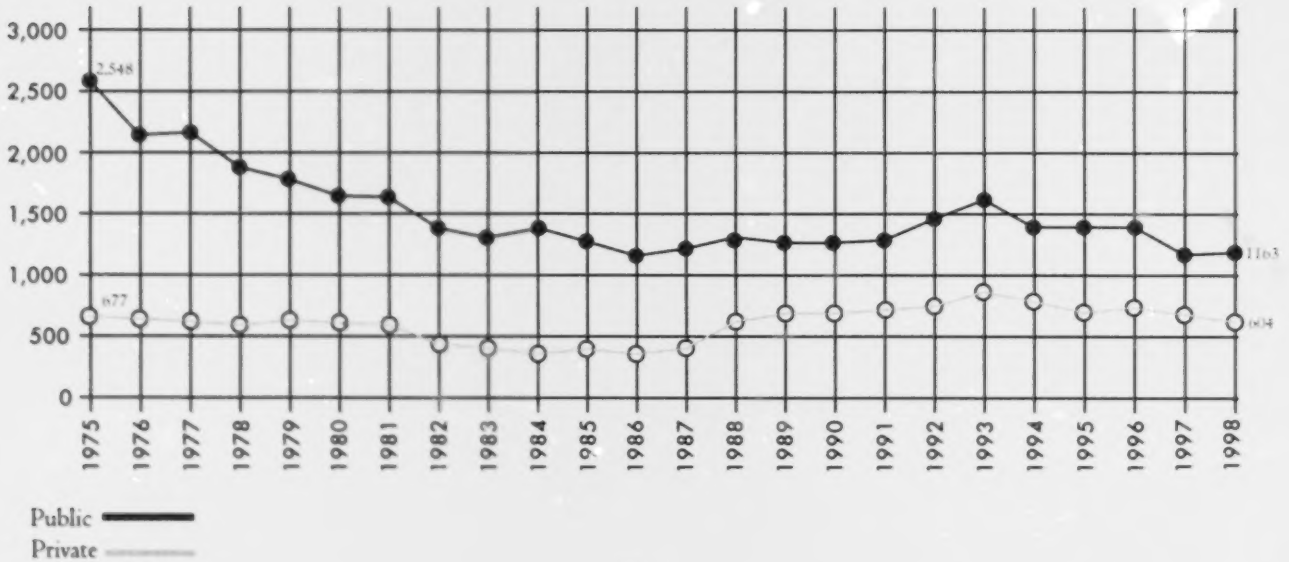
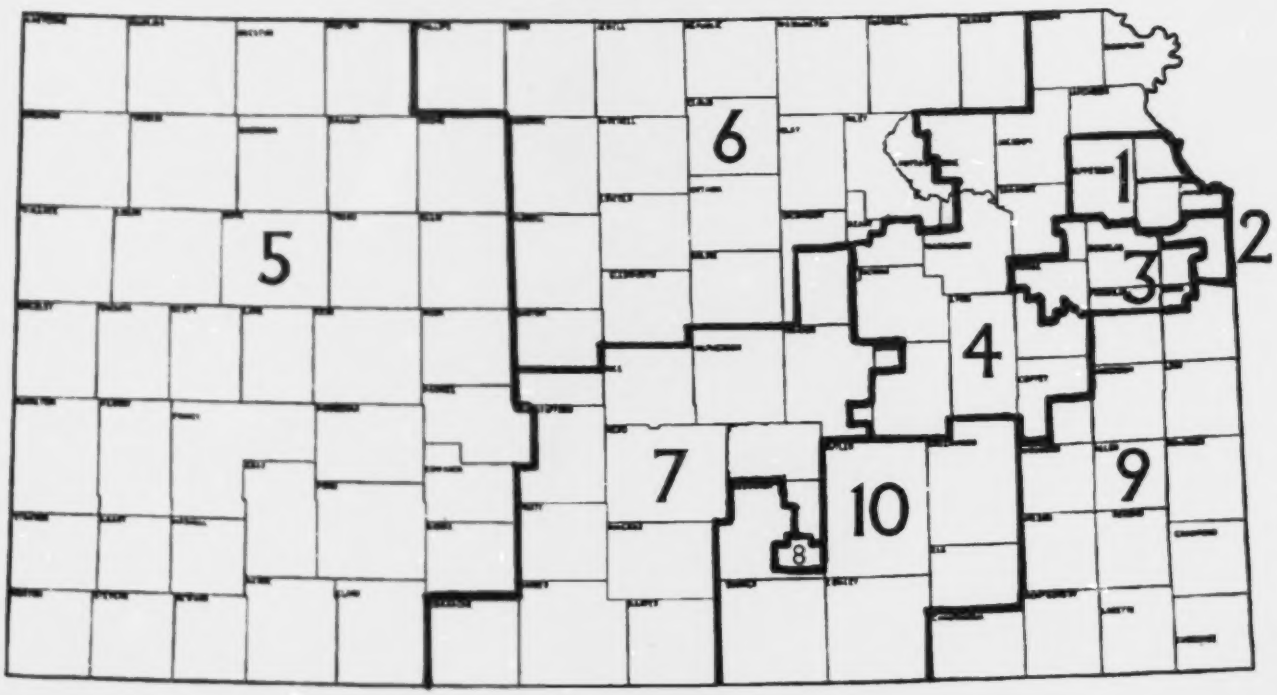


Figure 1
Kansas State Board of Education Districts



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Section V: Statewide Perceptions of Regular Education Teacher Supply and Demand

"Results indicate that the decade long trend of oversupply of elementary general classroom and physical education teachers continues. At the other end of the continuum, the serious shortage in elementary counselors, music teachers, and librarians has not abated."

Teacher Supply and Demand at the Elementary Level

Superintendents and university placement directors at Kansas Regents universities were asked to rate their perception of the supply of elementary teaching candidates for the current school year using the following numerical scale:

1 Serious Shortage
2 Slight Shortage
3 Adequate Supply
4 Slight Surplus
5 Considerable Surplus

Superintendents provided this information for those fields in which they had actually interviewed prospective employees, while placement directors did so for those fields in which they attempted to place candidates.

Results indicate that the decade-long trend of oversupply of elementary general classroom and physical education teachers continues. At the other end of the continuum, the serious shortage in elementary counselors, music teachers, and librarians has not abated. Regarding reading specialists, there is some disagreement between superintendents, who note a slight shortage, and placement directors, who rate the supply as adequate. The same difference is noted between the two groups in regard to art teachers.

New Hires and Unfilled Elementary Positions

Public elementary schools began the year with 1,466 teachers and administrators new to their districts. However, as indicated in Table 3, there were unfilled positions in all specialties when school began. The shortage is particularly noticeable among counselors and reading teachers. The shortage of counselors is verified by the perception both of superintendents and placement directors, and the fact that the number of unfilled positions beginning this school year is twice that of last year's. The lack of candidates for reading jobs and the three-fold increase in unfilled positions from last year conflicts with the perceptions which rate the supply from a slight shortage to an adequate supply. This would indicate that the shortage of counselors is pervasive while the shortage is localized in reading.

Music is more problematic. The numbers of new graduates and those previously certified who are now seeking jobs are not sufficient to fill the need, particularly in regard to vocal music positions. It should be noted that in comparing this year's figures to last year's, the shortage has become sharply worse, both in the perception of hiring and placement officials and in the number of unfilled positions. The supply of librarians still is perceived as inadequate, but the number of unfilled positions is one third that of last year.

Regional Perceptions of Elementary Teacher Supply and Demand

As Table 7 indicates, elementary teachers new to their districts are spread fairly evenly across the state. The highest number of new teachers are located in the Kansas City and Northeast/East Central (District 4) regions and the western areas of the state. The smallest number is found in the South Central area, which also has the greatest concentration of unfilled positions.

There is an amazing consistency in perception of the supply of teachers across the state. While the perceived degree of shortfall or surplus shows some slight variation, there are no situations where one part of the state has a shortage while others have a surplus. It appears that in comparison to the rest of the state, the Kansas City and Wichita areas, and the North Central section of the state may have the best job markets for elementary teachers, particularly in the specialized areas. However, the market is not particularly good anywhere in the state for elementary general classroom or physical education teachers.

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Teacher Supply and Demand at the Secondary Level

Analysis of secondary education presents a more complex set of challenges than elementary. While the total number of teachers involved is similar, they are fragmented into a large number of certification areas. Secondary teachers are those trained to teach at the middle/high school levels, and all have an academic specialty. Hiring and placement officials were asked to use the same rubric to indicate their perception of teacher supply, but there was much more variation in secondary level rankings than with the elementary teachers (Table 4).

Superintendents feel there is a slight shortage in all secondary areas except physical education, where there is a slight surplus, and social science, where the supply is adequate. Placement directors perceive a surplus in these two areas and feel there is an adequate supply of art, business, biology, earth science, journalism, and speech teachers. Several factors may account for this difference. Hiring for the secondary level is much more complicated than for the elementary level. The majority of elementary teachers are generalists who can work at several jobs within a school, while secondary teachers are specialized enough to be more restricted. While there may be many candidates prepared in one academic subject, the hiring administrator also may need to find a person able to take on extra-duty assignments or teach multiple academic subjects. These and many other local considerations can cloud the superintendent's perception, while they would not have the same effect on the placement officer. It also is interesting to note that the placement directors agree that there is a serious shortage of home economics and industrial arts teachers, while hiring superintendents perceive these areas as having only a slight shortage. The sciences all fall within the category of slight shortage, although one field, chemistry, has a shortfall bordering on serious. The most serious continuing shortage at all levels is in music and counseling.

New Hires and Unfilled Positions at the Secondary Level

Secondary schools hired 1,490 new staff members for the 1998-99 school year and began the year with a total of 90 unfilled positions (Table 4). It is curious that almost half the unfilled positions would fall withing 50 miles either direction of a straight line drawn from Brown County in the northeast corner of the state to Barber County in the south central area. However, the geographic area contained is so large and the total unfilled positions so small (34) that this must be considered an interesting but insignificant pattern. Other than that, the distribution of new hires and unfilled positions seems evenly distributed across the state.

Regional Perceptions of Teacher Supply

Table 8 presents the same statistics as Table 4, but the numbers are broken down by Kansas State Board of Education regions. While all districts contain a mixture of urban and rural districts, the largest USD's are found in District 1, District 2, District 3, and District 4. These are located in the Kansas City-Lawrence-Topeka corridor that contains 5 of the 6 largest USD's in the state, while the largest district,Wichita, is found in District 8. As a generalization, it is accurate to say that these largest districts seem to attract applicants more easily than the others, as the perception is of slightly greater supply in the large districts.

Larger districts, particularly those in the largest metropolitan areas, seem to attract music teachers more easily than other districts across the state. In this group of urban districts, the perception is of a slight shortage, while in the rest of the state the shortage is serious. Other than in those fields, there is a surprising agreement across all districts of teacher supply at the secondary level.

> “Superintendents feel there is a slight shortage in all secondary areas except physical education, where there is a slight surplus, and social science, where the supply is adequate.... The most serious continuing shortage at all levels is in music and counseling.”

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VI&VIII Section

"The nature of the field is such that a successful special education teacher needs maturity and patience, and most of the specialties require graduate study for certification. Consequently, supply is never as great as the supply of regular education teachers."

Section VI: Administrator Supply and Demand

Perception of Administrator Supply

Both superintendent and career placement officers see only a slight shortage in candidates for principal positions (Table 5), while they define the supply for assistants at both the building level and the central office as adequate. The only regional differences of note are between Region 2 (Johnson County-Lawrence), with a perceived adequate supply to surplus of administrative applicants, and District 8 (Wichita), where a serious shortage of candidates for secondary administrative positions was noted (Table 9).

As a whole, though, it appears that the serious shortage of administrative applicants of the past few years is moderating. With the exception of two areas, less than 10% of the responding superintendents perceived a serious shortage of administrative candidates. The two areas of exception were high school principals, where 20% of the superintendents perceived a serious shortage, and K-12 principals, where 40% felt a serious shortage exists.

Section VIII: Perceptions of Special Education Teacher Supply and Demand

If there is a growth industry in education, it is the field of special education. Since this field evolved some 30 years ago, it has been plagued with shortages of trained teachers. While it is true that much of this need can be related to a continuing evolution within the field of new teaching specialties, probably more practical reasons are involved. The nature of the field is such that a successful special education teacher needs maturity and patience, and most of the specialties require graduate study for certification. Consequently, supply is never as great as the supply of regular education teachers. Indeed, a large number of the so-called "hidden talent pool"-- those regular education graduates unable to secure a teaching position upon graduation-- have returned to school to retrain in special education.

Statewide Perception of Special Education Teacher Supply and Demand

In regard to classroom teachers in the various special education specialties, only with teachers of the mentally retarded, who can be certified at the baccalaureate level, does the supply of teachers come close to being adequate. There is a slight shortage of teachers of the learning disabled and early childhood special education students. In the other specialties, the shortfall is serious (Table 6). It is interesting to note that the supply of teachers certified to work in the more generalized interrelated fields is more substantial than those in the single specialties, in which only a slight shortage is noted in these fields.

The supply of ancillary specialists, such as psychologists, social workers and administrators, is better than that of classroom teachers. All are perceived as only slight shortages.

Regional Perceptions of Special Education Supply

There appear to be some striking regional differences in availability of special education candidates. District 1, the Kansas City-Leavenworth area, began the year with 52 unfilled positions. All other districts reported unfilled positions ranging in number from 4 to 22 (Table 10).

Another interesting finding relates to para-professionals, persons employed at the sub-professional level who serve as teacher aids. While this was not perceived as a critical area in most of the state, it was rated as a serious shortage in the Kansas City/Johnson County area, where school began with a shortfall of 160 aids.

Section IX: The Effect of District Size on the Availability of Teaching Applicants

The effect of district size and location in regard to the problems of school and staffing is a hotly debated topic. Small districts often feel they are at a disadvantage to the larger, more urban locations. Certainly there are circumstances present in different sized districts that can make recruitment difficult, such as high crime rates in some urban areas and lack of a large selection of moderately priced rental housing in some rural districts. Still, Tables 7 and 8 show that new hires and unfilled positions exist throughout the state.

In comparing the number of unfilled positions in the three size categories (Tables 11, 12, 13) with the enrollment in each, it is interesting to note that the number of unfilled positions in all three size groupings is proportional to enrollments. Thus, in terms of this most critical measure of teacher availability, it appears that district size has very little overall impact. However, a closer look at the tables suggests that in those areas in which critical shortages exist, there may be a more subtle difference. Overall, while the smallest USD's in the state account for only 5% of total enrollments, they made approximately 12% of all new hires.

These totals may even understate the case since the smaller schools with more restricted curricula do not recruit in as many areas as the larger schools. A more telling way to consider this is to look at what percentage of new hires are being made by the smaller schools in the areas of commonality. The figures are as follows:

Counselor	30.0%
Music	28.9%
Librarians	28.6%
Industrial Arts	25.0%
Physical Science	25.0%
Home Economics	23.0%
Chemistry	23.0%
Earth Science	22.7%
Biology	16.0%

Several things can be deduced from these figures. First, turnover is a much greater problem in smaller districts than in large. In the largest districts, the proportion of new hires in all fields, except elementary classroom teachers, is far less than the proportion of students enrolled. Part of this imbalance can be attributed to the efficiency of size, but the pattern is so striking that it also must be taken as evidence that teachers in larger districts are more satisfied with their positions and tend to stay in place to a greater degree than their colleagues in smaller locales. What is particularly disturbing about these figures is that it appears the smallest districts are at the greatest disadvantage in seeking teachers in those categories in which the talent pool is the most restricted.

Tables 14, 15, and 16 disaggregate teachers new to districts by size and region. Similarly, Tables 17, 18, and 19 provide a similar analysis of unfilled positions. While there is no apparent geographical bias, the differential effect holds constant throughout the state.

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"Unlike the situation which existed 10 years ago in the state, today it is definitely a sellers' market with a good number of jobs and relatively fewer new graduates to fill them in most areas....
At all levels, those positions which require advanced education, but which do not pay appreciably better than classroom teaching, remain in short supply. These include counselors, reading teachers, librarians, and most special education specialties."

Section X: Summary and Recommendations

Is there a shortage of teacher candidates in Kansas? That depends upon who is answering the question and where that person is located. Opinions range from a superintendent who returned a form with the notation "No positions filled this year," to a colleague in another district who summed up that district's experience with "HELP!" Unlike the situation which existed 10 years ago in the state, today it is definitely a sellers' market with a good number of jobs and relatively fewer new graduates to fill them in most areas.

It is often asked how there can be a teacher shortage since we repeatedly hear that student population in the public schools is dropping. A reasonable answer is that we are in the last few years of a relatively strong demand being fueled by the retirement of the last teachers to enter the job market during the period of rapid student population growth in the 1950s and 1960s. Those teachers who entered the profession late in this period will be retiring between now and 2005. This, of course, is a simplification of a very complex situation.

Several important factors impact teacher supply and demand. One of the most important is certification regulation. While the number of new hires of teachers for the current school year was almost identical at the elementary and secondary level, the perception was that the shortage was much more acute in the secondary fields. The K-9 certificate is the basic credential at the elementary level and allows the holder to teach all subjects in the included grades. Secondary education has no comparable certification, and each teacher is certified in a very narrow academic specialty. It is notable that within elementary education the perception of the availability of subject area specialists is very similar to that of the secondary cohort. It is only in the area of the general elementary classroom teacher that the perceived surplus becomes apparent.

Another complicating factor which must be considered is the amount of education required for entry level certification. At all levels, those positions which require advanced education, but which do not pay appreciably better than classroom teaching, remain in short supply. These include counselors, reading teachers, librarians, and most special education specialties. The majority of teachers who prepare for these fields do so while working as classroom teachers. Thus, their attainment of the newly earned certificate typically occurs after they have achieved some measure of stability in their personal life, often to the extent that a move to practice their new specialties is not practical. While they do contribute to state and regional statistics regarding availability of candidates, they may return to their classroom position and become a latent local resource. Consequently, while graduates are being turned out in those areas, the supply of teachers on the open market remains minimal. Also, unlike private enterprise which recognizes the importance of supply and demand, school boards and teacher unions steadfastly refuse to consider differentiated pay scales to induce persons to invest the time and money to train or retrain in critical areas. For example, most counselors and music teachers who receive more pay than a general classroom teacher do so because they are assigned and paid to supervise extra activities or because they work more hours than the classroom teacher. Given this expansion of job duties, hours worked and, in the case of counselors and librarians, the staggering cost in both time and money of long, graduate-level training programs, it is not surprising that fewer persons are pursuing these specialties. Only in the field of school administration does this analysis not hold true, as newly certified graduates flock to the job market in appreciable numbers. The difference, of course, is the promise of a much higher income by actually entering the field. It is possible that the chronically short supply in fields such as counseling and library management will need to be addressed through salary to increase supply.

Another complication in the assessment of the teacher job market is sociological. Since schools are found in every community, every area in the state needs teachers. However, through no fault of their own, some communities simply cannot provide those things prized by young college graduates: cheap, suitable rental housing and a cultural and social life attractive to young adults. As a result, these smaller and more isolated communities suffer disproportionately when required to recruit new staff.

Finally, it must be recognized that some areas of education suffer from a chronic lack of qualified teachers. Notably, music teachers have been in very short supply for generations. Also, home economics, industrial arts, and fine arts--fields which fell out of favor in the early 1980s in response to criticism of the school improvement movement--are suffering from the same neglect, due both to public schools termporarily de-emphasizing the fields and to colleges curtailing training programs.

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Reactions to Perceived Teacher Shortage

The shortages of teachers observed this year, except in the fields of counseling and music, appear to be spot shortages resulting from one or more of the issues mentioned in the preceding section. At this point, it is not suggested that any state-wide initiative, particularly in the areas of relaxing certification standards or so-called "emergency" training programs, be implemented. Experience with such initiatives has been that they inevitably turn shortages into surplus while creating shortfalls in other areas.

Still, there are areas of certification regulation which cry for common sense evaluation. One of these areas is K-12 administrators, where there is a serious shortage of candidates. Currently, applicants must have actual teaching experience at both the high school and elementary level. For most currently certified administrators, this would require returning to school, completing an undergraduate teaching program (including student teaching at either the high school or elementary level), taking a teaching position at that level for a number of years, and then finally entering the pool as a K-12 administrator applicant. While there is no argument that some specialized training should be acquired for working at a different level from which one has worked before, this regulation borders on the preposterous. The same criticism can be made regarding the practice of requiring teachers to have the same amount of academic training to teach sixth graders as they need to teach college-bound seniors. Support for the need to reform and rethink the whole area of certification stems from the movement by the Kansas State Department of Education toward providing emergency certification for just about any teacher who plans to pursue certification in a new field. While this addresses immediate teacher shortages, it brings into question the amount of pre-service academic training being required to teach at the secondary level.

A different approach which has been successful in other states is to qualify local personnel to serve in critical areas of need by offering selected staff sabbatical leaves and tuition assistance to return to school to train in these critical areas. In return, the staff member(s) make a commitment to return to employment in the new specialty area with the sponsoring district for a prescribed period of time. The district thus acquires a staff member of known quality who is permanently attached to the local community for the trade off of a modest investment. Colleges and universities also might help in regard to those areas of chronic shortage by utilizing technology, work-related experiences, and intensive summer programs to service those students willing to retrain but who are too distant from campuses to make traditional study feasible.

Local authorities also can become more aggressive in marketing the local community to prospective employees. During the 1970s and 1980s, there was such a surplus of teachers that in most cases it was only necessaryto list openings with college placement offices and then wait for applicants to arrive. There is some indication that this approach is dying, and small districts are returning to on-campus recruiting. It may be necessary to go beyond this and return to some methods used in the 1950s and 60s: offering good applicants on-site interviews at the initial screening, with contracts being offered to the best applicants at the conclusion of the on-site visit. Presently, some districts leave the applicants in limbo for a period of time during the recruitment process. Other tools of yesteryear were initiation of contacts between the local business community and prospective employees, preparation of attractive printed materials describing the community, and follow-up telephone calls by current teachers to reinforce administrative contact with impressive applicants. In extreme cases, schools and communities worked together to provide attractive, affordable housing to new employees.

Presently, Kansas has a robust teacher market. Jobs are available, and the slight shortages which exist keep the occupational field viable to young persons, assuring a steady flow of new faces. Unless there would be some major change in the educational climate, such as further consolidation or a radical change in financial structure, it is doubtful that the current balance will change. A slight shortfall impacting primarily the smaller, rural districts will continue. However, at present there is no indication of an impending crisis in teacher supply and demand.

"Jobs are available, and the slight shortages which exist keep the occupational field viable to young persons, assuring a steady flow of new faces....
A slight shortfall impacting primarily the smaller, rural districts will continue. However, at present there is no indication of an impending crisis in teacher supply and demand."

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Table 3
Statewide Trends in Teacher Supply and Demand at the Elementary Level

	New	Unfilled	Superintendents Perceptions	Category	Placement Director Perception	Category
Art	40	3	2.2	Slight shortage	3.3	Adequate
Counselor	59	10	1.6	Slight shortage	1.5	Slight shortage
Primary	579	7	3.9	Slight surplus	4.2	Slight surplus
Intermediate	464	5	3.8	Slight surplus	3.8	Slight surplus
Librarian	40	1	1.6	Slight shortage	1.7	Slight shortage
Instrumental Music	61	2	1.6	Slight shortage	1.3	Slight shortage
Vocal Music	76	8	1.6	Slight shortage	1.3	Slight shortage
Physical Education	64	2	3.5	Slight surplus	4	Slight surplus
Reading	34	8	2.2	Slight shortage	2.8	Adequate
Other	49	0				
Total	1466	46				

Perceptions
1-serious shortage
2-slight shortage
3-adequate supply
4-slight surplus
5-considerable surplus

Table 4
Statewide Trends in Teacher Supply and Demand at the Secondary Level

	New	Unfilled	Superintendents Perceptions	Category	Placement Director Perception	Category
Agriculture	13	2	1.8	Slight Shortage	2.0	Slight Shortage
Art	38	3	2.1	Slight Shortage	3.3	Adequate
Business	67	3	2.2	Slight Shortage	3	Adequate
Computer	33	4	1.8	Slight Shortage	1.7	Slight Shortage
Counselor	61	11	1.6	Slight Shortage	1.5	Slight Shortage
Drama	17	0	2.1	Slight Shortage	2.3	Slight Shortage
English	231	4	2.4	Slight Shortage	3	Adequate
French	15	1	1.7	Slight Shortage	1.8	Slight Surplus
Spanish	63	7	1.5	Slight Shortage	1.3	Serious Shortage
German	2	0	1.7	Slight Shortage	2.0	Slight Shortage
Other Foreign Language	4	2	1.8	Slight Shortage	3.0	Adequate
Home Economics	34	2	2.0	Slight Shortage	1.0	Slight Shortage
Industrial Arts	40	7	1.6	Slight Shortage	1.0	Slight Shortage
Journalism	18	1	1.9	Slight Shortage	2.5	Adequate
Librarian	14	1	1.7	Slight Shortage	1.5	Slight Shortage
Math	216	8	1.8	Slight Shortage	1.7	Slight Shortage
Instrumental Music	80	1	1.6	Slight Shortage	1.5	Slight Shortage
Vocal Music	49	1	1.6	Slight Shortage	1.5	Slight Shortage
Physical Education	60	3	3.5	Slight Surplus	3.8	Slight Surplus
Reading	9	3	2.2	Slight Shortage	3.0	Adequate
Biology	76	4	2.0	Slight Shortage	2.7	Adequate
Chemistry	39	2	1.6	Slight Shortage	1.7	Slight Shortage
Earth Science	22	0	1.8	Slight Shortage	2.7	Adequate
Physical Science	28	0	1.8	Slight Shortage	2.3	Slight Shortage
Other Science	61	2	1.9	Slight Shortage		Slight Shortage
Social Science	147	6	3.3	Adequate		
Speech	16	0	2.2	Slight Shortage	2.7	Adequate
Substitutes			1.4	Serious Shortage		
Secondary Other	37	11				
Total	1490	89				

Perceptions 1-serious shortage 2-slight shortage 3-adequate supply 4-slight surplus 5-considerable surplus

Table 5
Statewide Trends in Administrator Supply and Demand

	New	Unfilled	Superintendents Perceptions	Category	Placement Director Perception	Category
Assistant Superintendent	12	0	2.7	Adequate Supply	3	Adequate
Elementary Principal	57	1	2.4	Slight Shortage	2.3	Slight Shortage
JH/MS Principal	8	0	2.2	Slight Shortage	2.5	Adequate Supply
SH Principal	25	0	2.2	Slight Shortage	2.5	Adequate Supply
K-12 Principal	8	4	1.9	Slight Shortage	2.5	Adequate Supply
Elementary Assistant Principal	7	4	2.5	Adequate Supply	2.8	Adequate Supply
JH/MS Assistant Principal	14	5	2.7	Adequate Supply	2.8	Adequate Supply
SH Assistant Principal	19	4	2.5	Adequate Supply	2.8	Adequate Supply
Total	150	18				

Perceptions
1-serious shortage
2-slight shortage
3-adequate supply
4-slight surplus
5-considerable surplus

Table 6
Statewide Trends in Teacher Supply and Demand - Special Education

	Unfilled	Superintendents Perceptions	Category
Mental Retardation (MR)	4	2.4	Slight Shortage
Early Childhood Special Education	10	2.2	Slight Shortage
Learning Disabled (LD)	15	1.9	Slight Shortage
Hearing Impaired	5	1.3	Serious Shortage
Physically Impaired	0	1.3	Serious Shortage
Gifted	16	1.4	Serious Shortage
Behavior Disorder (BD)	25	1.4	Serious Shortage
School Psychologist	16	2.2	Slight Shortage
School Social Work	4	2.4	Slight Shortage
Speech Pathology	20	1.5	Slight Shortage
Special Education Administration	2	2.3	Slight Shortage
Physical Therapy	8	1.4	Serious Shortage
LD/MR	6	1.9	Slight Shortage
LD/BD	3	1.7	Slight Shortage
LD/MR/BD	17	1.9	Slight Shortage
MR/Severe Multiple Handicap	1	1.7	Slight Shortage
BD/MR	1	1.7	Slight Shortage
Other Interrelated		2.4	Slight Shortage
Paraprofessional		2.2	Slight Shortage
Special Education Substitutes		1.3	Serious Shortage
Total	153		

Perceptions
1-serious shortage
2-slight shortage
3-adequate supply
4-slight surplus
5-considerable surplus

Table 7
Trends in Teacher Supply and Demand by State Board of Education District

	District 1			District 2			District 3			District 4			District 5		
Elementary	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
Art	0	2	2.1	0	4	2.0	0	4	1.7	0	10	3.2	1	3	2.3
Counseling	1	1	1.9	1	3	1.0	0	3	1.2	2	8	1.8	2	20	1.7
Primary	0	78	3.8	0	66	4.0	0	80	3.8	0	65	3.8	0	55	3.8
Intermediate	0	61	3.4	0	65	4.0	0	61	3.5	0	67	3.9	1	50	3.8
Librarian	0	5	1.2	0	8	1.0	0	2	1.7	1	4	1.5	0	0	1.9
Instrumental Music	1	3	2.0	0	6	2.0	0	0	1.3	1	7	1.8	0	11	1.4
Vocal Music	0	7	2.0	0	1	2.0	0	4	2.0	0	8	2.0	1	15	1.5
Physical Education	0	3	4.0	0	7	3.0	0	7	3.3	1	9	3.4	0	8	3.5
Reading	0	4	2.0	1	3	1.0	6	6	2.0	0	3	2.5	0	2	2.3
Other	0	0		0	14		0	4		0	9		0	17	
Total	2	164		2	177		6	171		5	190		5	181	
	District 6			**District 7**			**District 8**			**District 9**			**District 10**		
Elementary	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
Art	0	3	2.4	0	5	2.2	2	4	2.0	0	1	1.6	0	4	2.0
Counseling	1	7	1.1	1	8	1.6	2	2	2.0	0	4	2.0	0	3	1.4
Primary	0	56	4.1	4	48	3.8	2	67	3.3	0	42	3.9	1	22	4.1
Intermediate	0	33	3.8	3	30	3.8	0	33	3.3	0	35	3.7	1	29	3.9
Librarian	0	5	1.3	0	3	1.8	0	6	2.0	0	5	1.5	0	2	2.0
Instrumental Music	0	10	1.6	0	6	1.7	0	0	2.7	0	12	1.4	0	6	1.3
Vocal Music	0	10	1.4	4	11	1.6	2	5	2.0	1	12	1.5	0	3	1.4
Physical Education	0	11	3.8	0	6	3.8	1	6	3.3	0	3	3.2	0	4	3.4
Reading	0	6	3.3	0	2	2.8	0	5	1.5	0	2	1.5	0	1	2.3
Other	0	2		1	1		0	2		0	0		0	0	
Total	1	143		13	120		9	130		1	116		2	74	

Table 8
Trends in Teacher Supply and Demand by State Board of Education District

	District 1			District 2			District 3			District 4			District 5		
Secondary	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
Agriculture.	0	0		0	0		0	0		0	1	1.0	1	3	1.7
Art	0	3	2.3	0	5	2.5	0	5	2.0	0	2	2.0	0	6	2.2
Business	0	10	2.3	1	4	2.5	0	3	2.3	0	1	2.0	0	7	2.0
Computer	0	2	2.2	0	2	2.0	0	4	2.0	0	6	1.4	0	5	1.8
Counselor	1	5	1.7	0	5	3.0	0	3	1.3	0	9	1.6	1	12	1.6
Drama	0	3	2.6	0	0	3.0	0	2	1.5	0	2	2.0	0	3	2.0
English	0	28	2.7	0	26	3.0	0	20	2.9	2	34	2.5	0	25	1.9
French	0	1	2.0	0	2	1.3	0	3	2.0	0	1	1.6	0	0	1.6
Spanish	0	5	2.0	0	13	2.0	0	2	1.5	0	4	2.0	3	9	1.3
German	0	0		0	0		0	0		0	1	2.0	0	0	
Other Foreign Language	0	0		0	2	2.0	1	0	2.0	0	0		0	0	
Home Economics	0	2	2.0	0	4	2.0	0	3	2.3	0	5	1.8	0	8	2.0
Industrial Arts	0	3	1.8	0	1	1.5	0	2	1.5	1	4	1.6	2	5	1.7
Journalism	0	1	2.3	0	0		0	1	2.0	0	4	1.7	1	2	1.9
Librarian	0	2	1.3	1	1	1.0	0	1	1.5	0	1	1.0	0	3	2.1
Math	0	19	1.8	1	29	1.5	0	20	1.8	0	19	1.9	0	20	1.7
Instrumental Music	0	6	2.2	0	4	3.0	0	7	1.5	0	8	1.5	0	14	1.4
Vocal Music	0	4	2.0	0	0		0	3	2.5	0	2	1.4	0	11	1.6
Physical Education	0	4	4.0	0	3	3.0	0	5	3.7	0	8	3.4	0	7	3.7
Reading	0	3	2.0	0	1	2.0	0	1	3.0	0	0		0	0	2.2
Biology	0	5	2.2	0	18	2.5	0	4	1.7	0	5	2.3	3	12	2.1
Chemistry	0	5	1.5	0	4	2.0	0	3	1.0	0	4	2.0	2	8	1.5
Earth Science	0	1	2.0	0	2	2.5	0	1	2.0	0	4	2.3	0	5	1.9
Physical Science	0	3	2.2	0	1	2.5	0	3	1.0	0	5	1.8	0	5	1.7
Other Science	0	2	1.7	1	4	2.0	0	4	2.0	0	6	1.0	1	2	1.9
Social Science	0	12	3.9	1	15	3.5	0	16	3.5	0	4	2.3	1	14	3.5
Speech	0	1	2.3	0	0		0	2	2.0	0	2	2.0	0	4	2.1
Other	1				3		2	6		3	9			9	
Total	2	130		5	149		3	124		6	151		15	199	

Table 8 (cont.)

	District 6			District 7			District 8			District 9			District 10		
Secondary	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
Agriculture	0	3	1.4	0	2	1.5	0	0		1	2	1.5	0	2	2.2
Art	0	6	1.9	1	4	2.8	2	5	2.0	0	1	1.6	0	1	2.3
Business	0	11	1.9	0	10	2.6	2	6	2.0	0	8	2.1	0	5	2.4
Computer	0	5	1.5	1	1	1.4	1	1	1.5	2	5	2.0	0	4	2.1
Counselor	1	8	1.3	3	5	1.9	2	3	2.0	3	10	1.6	0	1	2.0
Drama	0	1	1.0	0	0	3.0	0	1	2.0	0	3	1.7	0	2	2.3
English	0	21	2.3	2	24	2.5	0	21	2.7	0	16	2.1	0	17	2.7
French	0	1	1.2	1	2	2.0	0	0	2.5	0	2	1.2	0	3	1.8
Spanish	1	8	1.3	1	7	1.7	1	5	1.5	1	5	1.4	0	5	1.9
German	0	0		0	0		0	1	2.5	0	0		0	0	
Other Foreign Language	0	0		0	0		1	1	1.0	0	1	2.0	0	0	
Home Economics	1	3	1.0	1	3	1.8	0	3	1.5	0	1	2.0	0	2	2.7
Industrial Arts	1	6	1.5	0	7	1.4	1	2	2.0	2	3	1.5	0	7	1.6
Journalism	0	1	1.5	0	6	2.1	0	1	2.5	0	0		0	2	1.8
Librarian	0	1	1.0	0	2	1.7	0	0		0	1	1.5	0	2	2.0
Math	2	27	1.8	3	15	1.6	1	36	1.7	1	15	1.7	0	12	2.2
Instrumental Music	0	13	1.3	0	6	1.4	1	2	2.5	0	12	1.8	0	7	1.5
Vocal Music	0	8	1.5	0	3	1.2	1	6	2.5	1	8	1.6	0	4	1.5
Physical Education	1	12	3.3	0	5	2.7	2	10	3.7	0	4	3.8	0	3	3.5
Reading	0	1	2.5	1	0	2.7	2	1	2.0	0	1	2.0	0	1	2.0
Biology	1	11	1.5	0	7	1.7	0	1	2.5	0	9	2.5	0	4	2.0
Chemistry	0	4	1.5	0	6	1.3	0	0	1.7	0	4	1.9	0	1	2.0
Earth Science	0	1	2.0	0	3	1.8	0	0	2.0	0	2	2.0	0	3	2.0
Physical Science	0	2	1.7	0	3	1.3	0	0	2.0	0	5	2.0	0	1	2.0
Other Science	0	5	2.0	0	5	1.7	0	31	2.0	0	2	2.0	0	0	
Social Science	0	23	3.2	4	12	3.3	0	30	3.3	0	13	3.2	0	8	2.8
Speech	0	4	1.8	0	2	2.2	0	0	2.5	0	0		0	1	2.5
Other		2		2	4			2		1	1		2	1	
Total	8	188		20	144		17	169		12	134		2	99	

Table 9
Trends in Administrator Supply and Demand by State Board of Education District

	District 1			District 2			District 3			District 4			District 5		
Administration	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
Assistant Superintendent	0	1	2.8	0	0	5.0	0	1	3.0	0	0		0	3	2.3
Elementary Principal	0	4	2.7	0	3	4.0	0	5	2.6	0	7	2.0	0	11	2.4
JH/MS Principal	0	0	2.2	0	0	2.0	0	1	3.0	0	1	2.0	0	2	2.2
SH Principal	0	0		0	1	2.0	0	1	1.5	0	4	2.0	0	6	2.2
K-12 Principal	0	0		0	0		0	0		1	1	2.0	0	2	2.5
Elementary Assistant Principal	0	2	2.7	0	0		0	1	3.0	1	2	2.0	0	0	
JH/MS Assistant Principal	0	5	2.7	0	2	3.5	0	1		2	2	2.5	0	1	2.3
SH Assistant Principal	0	6	2.7	0	0		0	6		1	3	2.2	0	1	2.7
Other														2	
Total	0	18		0	6		0	16		5	20		0	28	
	District 6			**District 7**			**District 8**			**District 9**			**District 10**		
Administration	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
Assistant Superintendent	0	1	2.7	0	2	2.7	0	0	3.0	0	3	3.0	0	1	2.7
Elementary Principal	0	4	2.0	1	11	2.5	0	1	2.0	0	10	2.1	0	1	2.5
JH/MS Principal	0	1	2.0	0	1	3.0	0	0	1.0	0	2	2.2	0	0	2.5
SH Principal	0	1	2.3	0	7	3.0	0	0	1.0	0	3	1.8	0	2	2.4
K-12 Principal	2	2	1.5	0	1	2.3	0	0		0	2	1.8	1	0	2.0
Elementary Assistant Principal	2	0	1.5	0	0		0	1		0	0	2.3	1	1	2.8
JH/MS Assistant Principal	3	0	2.5	0	1	3.5	0	0	3.0	0	2	2.3	0	0	2.8
SH Assistant Principal	2	1	1.5	0	2	3.2	0	0	2.0	0	2	1.8	1	4	3.1
Total	9	10		1	25		0	2		0	24		3	9	

Table 10
Trends in Special Education Teacher Supply and Demand by State Board of Education Districts

	District 1			District 2			District 3			District 4			District 5		
Special Education	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
Mental Retardation (MR)	3		1.3	0		2.5	0		2.5	0		2.0	0		
Early Childhood Special Education	5		1.7	0		2.0	2		2.3	1		3.0	0		1.0
Learning Disabled (LD)	4		1.3	4		1.0	0		2.0	0		1.5	0		2.0
Hearing Impaired	1		2.0	0		1.0	1		1.0	1		1.0	1		1.0
Physically Impaired	0			0		1.0	0		1.0	0		1.0	0		
Gifted	7		1.3	4		1.0	0		1.5	3		1.2	0		1.8
Behavior Disorder (BD)	10		1.3			1.0	0		1.5	3		1.4	5		1.0
School Psychologist	5		2.0	0		3.0	0		3.0	3		1.7	1		2.0
School Social Work	1		3.0	0			0		3.5	0		2.7	0		
Speech Pathology	6		1.2	0		1.5	0		2.3	7		1.1	5		1.0
Administration	0		1.0	0			0		3.0	0		2.3	0		
Physical Therapy	1		1.0	2		1.0	0		2.0	2		1.3	1		1.0
LD/MR	6		1.5	0		1.0	0		2.0	0		1.7	0		
LD/BD	0		1.0	0		1.0	0		2.0	0		1.8	0		1.0
LD/MR/BD	3		1.3	0		1.0	1		1.0	2		1.3	1		2.0
MR/Severe Multiple Handicap	0			0			0			0			1		1.0
BD/MR	0		1.0	0			0		2.0	0		1.5	0		
Total	52			12			4			22			15		

Table 10 (cont.)

	District 6			District 7			District 8			District 9			District 10		
Special Education	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
Mental Retardation (MR)	0		2.7	0		2.3	0			0			1		2.3
Early Childhood Special Education	1		2.0	0		2.6	0		2.5	1	2.0		0		2.3
Learning Disabled (LD)	1		2.4	5		2.0	0		2.0	0	1.5		1		2.7
Hearing Impaired	0		4.0	0		1.3	1		1.0	0	1.0		0		1.4
Physically Impaired	0			0		2.5	0		1.0	0			0		
Gifted	0		1.7	1		1.3	0		2.0	1	1.5		0		2.0
Behavior Disorder (BD)	1		2.0	3		1.0	0		2.0	1	1.5		0		2.0
School Psychologist	0		1.8	0		2.4	7		1.5	0	3.0		0		2.0
School Social Work	0			0		2.2	2		2.0	0	2.0		1		2.0
Speech Pathology	1		1.8	0		1.4	0		1.8	0	1.5		1		1.0
Administration	0		2.0	0		3.0	0		2.0	2	2.0		0		2.0
Physical Therapy	0			1		1.8	1		1.0	0	2.0		0		1.0
LD/MR	0			0		2.8	0			0			0		2.0
LD/BD	2		2.0	1		2.02.2	0			0	1.0		0		2.0
LD/MR/BD	1		3.0	1		2.02.3	7		1.7	0	1.0		1		1.3
MR/Severe Multiple Handicap	0			0		2.0	0		1.0	0	1.0		0		1.5
BD/MR	0			0		1.7	0		1.0	0			1		1.0
Total	7			12			18			5			6		

Table 11
Elementary Teacher Supply and Demand by Size Categories

	Size 1			Size 2			Size 3		
ELEMENTARY	unfilled	new	percep tions	unfilled	new	percep tions	unfilled	new	percep tions
ART	1	3	2.8		15	1.9	2	22	2.2
COUNSELOR	1	23	1.6	5	20	1.6	4	16	1.8
PRIMARY		45	4	1	105	3.9	6	429	3.7
INTERMEDIATE		33	3.8	2	103	4	3	328	3.5
LIBRARIAN		5	1.5		9	1.8	1	26	1.4
INSTRUMENTAL MUSIC		22	1.4	1	22	1.4	1	17	2
VOCAL MUSIC		19	1.5		31	1.5	8	26	1.8
PHYSICAL EDUCATION		12	4		18	3.6	2	34	3.2
READING		2	2.4	1	10	2.3	7	22	2
ELEMENTARY SUBS			1.5			1.4			1.1
ELEMENTARY OTHER					8			41	
ELEMENTARY TOTALS	2	164		10	341		34	961	

Perceptions
1-serious shortage
2-slight shortage
3-adequate supply
4-slight surplus
5-considerable surplus

Table 12
Secondary Teacher Supply and Demand by Size Categories

	Size 1			Size 2			Size 3		
SECONDARY	unfilled	new	perceptions	unfilled	new	perceptions	unfilled	new	perceptions
AGRICULTURE		2	1.9	2	8	1.5		3	2.6
ART		6	2.4		9	1.8	3	23	2.3
SECONDARY BUSINESS		7	2.5		25	2.2	3	35	2.2
COMPUTER		5	2.2	1	11	1.7	3	17	1.7
COUNSELOR	1	13	1.6	3	13	1.4	7	35	1.9
DRAMA		3	2		7	2.1		7	2.1
ENGLISH		24	2.1	1	72	2.2	3	134	2.9
FRENCH			1.7		7	1.5	1	8	2
SPANISH	2	6	1.4	3	18	1.4	2	39	1.9
GERMAN			1.6			1.4		2	2.1
OTHER FOREIGN LANGUAGE			2.3	1		1.6	1	4	1.7
HOME ECONOMICS		8	1.8		11	2.1	2	15	1.9
INDUSTRIAL ARTS	1	10	1.5	2	11	1.8	4	19	1.5
JOURNALISM		2	2.3	1	7	1.9		9	1.9
LIBRARIAN		4	1.9		5	1.8	1	5	1.4
MATH		23	1.7	2	62	1.8	6	131	1.9
INSTRUMENTAL MUSIC		22	1.4		30	1.4	1	28	1.9
VOCAL MUSIC		14	1.5		16	1.4	1	19	2.0
PHYSICAL EDUCATION		4	3.4		22	3.5	3	34	3.5
READING			2.5		1	2.4	3	8	2.1
BIOLOGY		12	1.8	3	20	2	1	44	2.2
CHEMISTRY		9	1.7	2	14	1.4		16	1.8
EARTH SCIENCE		5	2.1		8	2		9	2.2
PHYSICAL SCIENCE		7	1.9		9	1.7		12	2
OTHER SCIENCE		5	1.7	1	9	1.9	1	48	2
SOCIAL SCIENCE		13	3.6	1	43	3	5	91	3.5
SPEECH		3	2.3		8	2		5	2.4
SECONDARY SUBS			1.4			1.5			1.2
SECONDARY OTHER		2		2	10		9	25	
SECONDARY TOTALS	4	209		25	456		60	825	

Perceptions 1-serious shortage 2-slight shortage 3-adequate supply 4-slight surplus 5-considerable surplus

Table 13
Administrative Supply and Demand by Size Categories

	Size 1			Size 2			Size 3		
SECONDARY	unfilled	new	perceptions	unfilled	new	perceptions	unfilled	new	perceptions
ASSISTANT SUPERINTENDENT			3		2	2.4		10	2.8
ELEMENTARY PRINCIPAL		5	2.5		21	2.3	1	31	2.6
JH/MS PRINCIPLE		3	2		3	2.5		2	2.4
SH PRINCIPLE		8	2.3		14	2.2		3	1.8
K-12 PRINCIPLE	2	4	2.3	2	4	1.6			2.5
ELEMENTARY ASSISTANT PRINCIPAL	2		3	2	2	2.5		5	2.3
JH/MS ASSISTANT PRINCIPAL	3		3		1	2.6	2	13	2.7
SH ASSISTANT PRINCIPAL	2		3		6	2.6	2	13	2.4
ADMINISTRATION OTHER			2			1.3		2	2.8
ADMINISTRATION TOTALS	9	20		4	53		5	79	

Perceptions
1-serious shortage
2-slight shortage
3-adequate supply
4-slight surplus
5-considerable surplus

Table 14
Elementary Teachers New to Their District by State Board of Education District and Size Categories

	District 1			District 2			District 3			District 4			District 5		
Elementary	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Art		2				4		3	1		7	3	1	1	1
Counselor			1			3		1	2		4	4	14	4	2
Primary		20	58			66		17	63	3	9	53	18	11	26
Intermediate		8	53			65		14	47	1	21	45	12	14	24
Librarian		2	3			8			2			4			
Music-Instrument		1	2			6				2	2	3	9	2	
Music-Vocal		5	2			1		2	2	1	3	4	8	5	2
Physical Ed.		1	2			7		1	6		4	5	4	3	1
Reading		1	3			3		5	1			3	2		
Elementary Other		0				14		1	3		3	6		2	15
Elementary Totals	0	40	124	0	0	177	0	44	127	7	53	130	68	42	71
	District 6			**District 7**			**District 8**			**District 9**			**District 10**		
Elementary	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Art	1		2	1	2	2			4						4
Counselor	2	5		3	4	1			2	2	2		2		1
Primary	10	10	36	8	17	23			67	6	15	21		6	16
Intermediate	8	6	19	4	15	11			33	2	16	17	6	9	14
Librarian	2	2	1	2	1				6		4	1	1		1
Music-Instrument	2	6	2	4	1	1				3	8	1	2	2	2
Music-Vocal	4	3	3	2	7	2			5	3	5	4	1	1	1
Physical Ed.	3	4	4	3	2	1			6		3		2	2	
Reading		2	4		1	1			5		1	1			1
Elementary Other		1	1		1			2							
Elementary Totals	32	39	72	27	51	42	0	2	128	16	54	45	14	20	40

Table 15
Secondary Teachers New to Their District by State Board of Education District & Size Categories

	District 1			District 2			District 3			District 4			District 5		
Secondary	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Agriculture											1			2	1
Art		2	1			5		2	3		1	1	3	1	2
Business		3	7			4		3	2			1	4	3	
Computer			2			2					4	2		3	2
Counselor		1	4			5			3	1	3	5	7	3	2
Drama		3						2				2	2	1	
English		9	19			26		11	8	1	11	22	8	11	6
French		1				2		1	2		1				
German												1			
Spanish		1	4			13			2		2	2	3	4	2
Foreign Language - Other						2									
Home Economics			2			4		2	1		3	2	5	3	
Industrial Arts		1	2			1		1	1		2	2	5		
Journalism		1						1				4	1		1
Librarian			2			1			1			1	1	2	
Math		9	10			29	1	7	12	3	8	8	6	8	6
Music - Instrument		3	3			4		5	2	3	5	2	10	2	2
Music - Vocal		3	1					2	1	1	1		7	2	2
Physical Ed.		2	2			3		3	2	1	2	4	1	2	4
Reading			3			1		1							
Biology		2	3			18			4		1	4	4	4	3
Chemistry		1	4			4		3		1	2	1	3	3	2
Earth Science		1				2			1		1	3	2	1	1
Physical Science			3			1		2	2		1	4	2	1	1
Other Science		2				4		1	3		1	5		1	
Social Science		2	10			15		9	7		1	3	5	6	3
Speech		1						2			1	1	2	1	1
Secondary Other						3		3	3		2	7	1	1	7
Secondary Totals	0	48	82	0	0	149	1	61	60	11	54	87	82	65	48

Table 15 (cont.)

	District 6			District 7			District 8			District 9			District 10		
Secondary	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Agriculture	2	1			2						2				2
Art	1	1	4	2	1	1			5		1				1
Business		4	7	2	7	1			6		5	3	1	1	3
Computer	1	1	3	2		1			1	1	1	3	2	1	1
Counselor	1	3	4	1	1	3			3	3	2	5			1
Drama		1							1			3	1		1
English	3	5	13	8	10	6			21		9	7	4	6	7
French		1			1	1					1	1		1	2
German									1						
Spanish		3	5	2	2	3			5		3	2	1	3	1
Foreign Language - Other									1			1			
Home Economics	1	1	1	1	2				3			1	1		1
Industrial Arts		1	5	2	3	2		2		1	1	1	2	2	3
Journalism			1	1	4	1			1					1	1
Librarian		1		2							1		1	1	
Math	4	9	14	5	5	6			36		10	5	2	5	5
Music - Instrument	4	6	3	2	2	2			2	3	5	4	1	2	4
Music - Vocal	2	3	3		3				6	3	1	4	1	1	2
Physical Ed.	1	6	5	1	4				10		3	1			3
Reading			1						1			1			1
Biology	2	4	5	2	4	1			1	2	2	5	2	2	
Chemistry	1	3		3	1	2				1	1	2			1
Earth Science		1		1	2					1		1		2	1
Physical Science	1	1		2	1					1	3	1	1		
Other Science	1	2	2	3	2				31	1		1			
Social Science	1	11	11	2	5	5			30	2	8	3	2	2	4
Speech	1	3				2									1
Secondary Other		2			2	2			2			1	1		
Secondary Totals	27	74	87	44	64	39	0	2	167	19	59	56	23	30	46

Table 16
Administrators New to Their District by Board of Education and Size Categories

	District 1			District 2			District 3			District 4			District 5		
Administration	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Assistant Supt.			1						1						3
Elementary Principal		1	3			3			5		4	3	4	4	3
JH/MS Principal			0			0		0	1	1		0	1	1	
SH Principal						1	1				4		2	3	1
K-12 Principal											1		2		
Elementary Assistant Principal			2					1				2			
JH/MS Assistant Principal			5			2			1			2			1
SH Assistant Principal								1	5			3		1	
Admin. Other															2
Administration Totals	0	1	11	0	0	6	1	2	13	1	9	10	9	9	10
	District 6			**District 7**			**District 8**			**District 9**			**District 10**		
Administration	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Assistant Supt.			1			2					2	1			1
Elementary Principal		2	2	1	5	5			1		5	5			1
JH/MS Principal	1				1						1	1	0		0
SH Principal	1			3	3	1					3		1	1	
K-12 Principal	1	1			1					1	1				
Elementary Assistant Principal									1					1	
JH/MS Assistant Principal						1					1	1			
SH Assistant Principal			1		2						1	1		1	3
Admin. Other															
Administration Totals	3	3	4	4	12	9	0	0	2	1	14	9	1	3	5

Table 17
Unfilled Elementary Positions by State Board of Education District and Size Categories

	District 1			District 2			District 3			District 4			District 5		
Elementary	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Art													1		
Counselor		1				1					1	1		2	
Primary															
Intermediate														1	
Librarian												1			
Music-Instrument		1										1			
Music-Vocal															1
Physical Ed.												1			
Reading						1		1	5						
Elementary Other															
Elementary Totals	0	2	0	0	0	2	0	1	5	0	1	4	1	3	1
	District 6			**District 7**			**District 8**			**District 9**			**District 10**		
Elementary	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Art									2						
Counselor	1				1				2						
Primary						4			2					1	
Intermediate						3								1	
Librarian															
Music-Instrument															
Music-Vocal						4			2			1			
Physical Ed.									1						
Reading						1									
Elementary Other															
Elementary Totals	1	0	0	0	1	12	0	0	9	0	0	1	0	2	0

Table 18
Unfilled Secondary Positions by State Board of Education Districts and Size Categories

	District 1			District 2			District 3			District 4			District 5		
Secondary	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Agriculture														1	
Art															
Business						1									
Computer															
Counselor		1													1
Drama															
English											1	1			
French															
German															
Spanish													2	1	
Foreign Language - Other								1							
Home Economics															
Industrial Arts												1	1	1	
Journalism														1	
Librarian						1									
Math						1									
Music - Instrument															
Music - Vocal															
Physical Ed.															
Reading															
Biology														3	
Chemistry														2	
Earth Science															
Physical Science															
Other Science						1								1	
Social Science						1								1	
Speech															
Secondary Other			1						2			3			
Secondary Totals	0	1	1	0	0	5	0	1	2	0	1	5	3	11	1

Table 18 (cont.)

	District 6			District 7			District 8			District 9			District 10		
Secondary	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Agriculture											1				
Art						1			2						
Business									2						
Computer					1				1			2			
Counselor	1				1	2			2		1	2			
Drama															
English						2									
French						1									
German															
Spanish		1				1			1		1				
Foreign Language - Other									1						
Home Economics			1			1									
Industrial Arts			1						1		1	1			
Journalism															
Librarian															
Math			2		1	2			1		1				
Music - Instrument									2						
Music - Vocal												1			
Physical Ed.			1						2						
Reading						1			2						
Biology			1												
Chemistry															
Earth Science															
Physical Science															
Other Science															
Social Science						4									
Speech															
Secondary Other						2						1		2	
Secondary Totals	1	1	6	0	3	17	0	0	17	0	5	7	0	2	0

Table 19
Unfilled Administrative Positions by State Board of Education District and Size Categories

	District 1			District 2			District 3			District 4			District 5		
Administration	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Assistant Supt.															
Elementary Principal															
JH/MS Principal															
SH Principal															
K-12 Principal											1	0			
Elementary Assistant Principal											1	0			
JH/MS Assistant Principal												2			
SH Assistant Principal												1			
Admin. Other															
Administration Totals	0	0	0	0	0	0	0	0	0	0	2	3	0	0	0
	District 6			**District 7**			**District 8**			**District 9**			**District 10**		
Administration	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg	Sm	Med	Lg
Assistant Supt.															
Elementary Principal						1									
JH/MS Principal															
SH Principal															
K-12 Principal	2													1	0
Elementary Assistant Principal	2													1	0
JH/MS Assistant Principal	3														
SH Assistant Principal	2														1
Admin. Other															
Administration Totals	9	0	0	0	0	1	0	0	0	0	0	0	0	2	1

Table 20
Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Regents' Institutions
1975-98

REGENTS: FIRST-TIME CERTIFICATIONS (Calendar Year Jan 1 - Dec 31)

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	613	539	528	399	363	331	334	225	156	207	142	72	115	191	180	180	168	192	184	73	124	147	NR	NR
Kansas State University	510	401	466	394	422	351	341	381	398	376	386	348	358	370	327	402	414	423	421	443	437	450	349	427
Wichita State University	336	310	238	233	211	203	202	180	186	135	170	145	141	140	185	140	198	227	257	175	187	195	193	180
Emporia State University	529	388	394	384	342	298	287	237	249	254	227	203	198	206	218	230	267	292	288	259	267	281	247	225
Pittsburg State University	259	215	224	239	186	180	189	196	191	209	209	191	198	210	204	204	178	182	221	218	215	171	190	189
Fort Hays State University	301	275	330	310	274	261	265	229	181	229	208	203	202	201	188	155	144	162	194	227	162	161	181	142
Totals	2548	2128	2180	1959	1798	1624	1618	1448	1361	1410	1342	1162	1212	1318	1302	1311	1369	1483	1565	1395	1392	1405	1160	1163

*Estimated
NR Information not Reported

37

Table 21
Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Private Institutions
1975-98

PRIVATE: FIRST-TIME CERTIFICATIONS (Calendar Year Jan 1 - Dec 31)

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	34	29	33	41	27	30	31	31	27	14	18	24	22	21	21	32	35	32	48	47	29	43	36	24
Benedictine	54	27	46	36	51	26	44	41	49	28	28	30	36	31	29	31	34	19	20	26	36	30	34	22
Bethany	54	57	58	42	41	53	54	64	41	47	47	43	35	34	57	56	49	36	36	45	39	44	48	44
Bethel	36	44	31	28	42	33	35	41	39	34	34	34	32	30	38	23	33	33	27	26	30	39	33	20
Friends	39	37	38	35	26	32	22	19	19	16	29	34	40	30	28	49	62	39	54	52	44	45	46	40
Kansas Newman	18	17	15	18	15	22	10	13	7	9	14	10	9	14	40	74	52	93	153	180	182	137	149	139
Kansas Wesleyan	32	45	29	20	23	20	36	21	10	21	25	25	15	27	15	25	27	27	17	22	29	NR	20	15
McPherson	43	30	42	49	25	29	27	28	26	49	25	18	23	17	21	17	14	18	22	25	20	NA	19	17
Mid-Amer. Naz.	35	40	45	48	46	58	32	41	43	47	40	38	42	45	54	44	50	71	59	63	53	39	55	49
Ottawa	40*	40*	40*	40*	40*	30	34	12	15	9	16	12	13	25	45	55	44	49	42	51	54	64	67	60
St. Mary	27	13	10	12	15	11	14	22	16	14	13	13	9	10	17	21	25	29	66	77	61	38	24	28
Southwestern	62	61	53	44	41	46	40	26	34	47	45	35	42	36	33	32	27	39	39	46	30	30	32	26
Sterling	38	34	28	43	38	37	19	25	26	25	30	42	39	42	41	42	41	48	41	35	25	NA	33	31
Tabor	41	35	24	21	36	37	28	21	27	15	19	16	17	25	27	22	17	29	23	23	24	22	28	19
Washburn	124	118	109	94	111	89	99	67	82	72	73	62	57	73	116	97	98	112	99	104	96	NR	69	70
Totals	677	627	601	571	577	553	525	472	461	447	456	436	431	460	582	620	608	674	746	822	752	531	693	604

*Estimated
NA Information not Available
NR Information not Reported

Table 22
Number of Students Completing Preparation for Mathematics Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

MATHEMATICS

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	2	2	3	6	8	5	6	4	10	14	16	31	14	13	16	14	9	NR	NR
Kansas State University	2	4	3	9	12	23	13	20	19	15	14	16	18	13	17	20	26	11	19
Wichita State University	NA	5	3	2	8	4	3	6	2	11	6	5	9	11	6	7	4	8	5
Emporia State University	6	2	8	6	6	10	11	11	11	15	15	23	19	20	19	19	19	3	12
Pittsburg State University	3	5	8	6	5	10	7	14	11	16	8	12	11	7	11	9	12	13	8
Fort Hays State University	9	4	4	13	10	5	5	11	12	9	7	7	10	4	11	7	7	6	7
Totals	22	22	29	42	49	57	45	66	65	80	66	94	81	68	80	76	77	41	51

*Estimated
NA Information not Available
NR Information not Reported

Table 23
Number of Students Completing Preparation for Mathematics Teaching Certificates (7-12) for the First Time at Kansas Four-Year Private Institutions
1980-98

MATHEMATICS (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	1	2	0	1	1	1	2	2	1	1	1	1	3	2	0	1	4	2	0
Benedictine	0	0	3	1	2	1	3	2	1	2	2	0	1	1	1	3	1	4	1
Bethany	2	0	2	3	2	3	5	1	1	7	7	5	6	2	2	2	1	2	4
Bethel	0	2	2	0	1	2	0	0	1	1	1	3	1	3	0	0	2	2	1
Friends	0	1	0	0	1	1	0	6	2	3	3	3	1	2	4	3	1	2	4
Kansas Newman	NA	NA	NA	NA	NA	NA	NA	NA	NA	3	9	6	9	8	8	7	5	7	3
Kansas Wesleyan	1	3	0	1	1	0	0	1	3	2	2	2	0	0	1	2	NR	0	0
McPherson	NA	NA	NA	NA	NA	NA	1	0	0	0	0	1	0	NA	0	1	NA	0	0
Mid-Amer. Naz.	1	1	3	4	3	3	3	5	1	4	1	2	4	4	3	0	4	3	4
Ottawa	1	1	1	0	0	1	1	1	3	6	4	3	1	2	1	0	5	1	0
St. Mary	0	1	0	1	0	0	0	2	1	2	1	2	1	2	1	1	2	1	-
Southwestern	1	1	1	1	2	1	1	1	0	1	2	2	0	0	3	1	0	1	2
Sterling	1	0	0	1	2	3	0	6	3	1	1	4	2	1	3	2	NA	2	1
Tabor	0	0	0	2	1	3	3	2	0	1	1	2	2	2	1	1	0	2	1
Washburn	2	3	3	0	2	3	5	5	2	5	4	1	5	5	4	5	NR	2	2
Totals	10	15	15	15	18	22	24	34	19	39	39	37	36	34	32	29	25	31	23

*Estimated
NA Information not Available
NR Information not Reported

Table 24
Number of Students Completing Preparation for Foreign Language Teaching Certificates for the First Time at Kansas Regents' Institutions
1980-98

FRENCH

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	NA	NA	NA	NA	NA	NA	NA	NA	2	10	6	5	3	3	8	3	5	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	2	1	2	2	1	3	3	1	2	-
Wichita State University	0	0	1	0	0	1	1	0	0	2	1	0	3	1	1	2	2	1	1
Emporia State University	5	1	3	1	2	1	2	1	1	0	2	0	0	0	0	0	1	1	2
Pittsburg State University	NA	NA	NA	1	1	0	1	0	0	0	0	0	1	1	0	1	1	0	0
Fort Hays State University	NA	NA	NA	NA	NA	0	1	1	1	1	0	0	2	0	0	0	0	0	0
Totals	5	1	4	2	3	2	5	2	4	15	10	7	11	6	12	9	10	4	3

*Estimated
NA Information not Available
NR Information not Reported

Table 25
Number of Students Completing Preparation for Foreign Language Teaching Certificates for the First Time at Kansas Regents' Institutions
1980-98

GERMAN

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	NA	NA	NA	NA	NA	NA	NA	NA	NA	3	1	1	2	1	3	1	2	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	0	1	1	0	1	2	1	1	1
Wichita State University	1	1	0	1	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0
Emporia State University	2	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Pittsburg State University	NA	NA	NA	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Fort Hays State University	NA	NA	NA	NA	NA	1	1	0	0	0	1	1	0	0	0	2	0	0	0
Totals	3	1	0	1	2	1	1	1	0	3	2	5	4	1	4	5	3	1	1

*Estimated
NA Information not Available
NR Information not Reported

Table 26
Number of Students Completing Preparation for Foreign Language Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

SPANISH

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	NA	NA	NA	NA	NA	NA	NA	2	5	8	5	10	8	6	8	4	8	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	2	0	5	4	1	4	4	6	7	6
Wichita State University	2	0	0	1	1	2	3	0	0	1	2	2	3	4	4	2	3	3	2
Emporia State University	6	5	6	5	4	1	3	2	3	2	5	3	0	1	1	2	0	2	2
Pittsburg State University	NA	NA	NA	1	5	2	2	2	2	1	2	3	1	3	1	4	3	2	2
Fort Hays State University	NA	NA	NA	NA	NA	0	0	1	0	0	0	1	2	2	4	3	2	2	1
Totals	8	5	6	7	10	5	8	7	10	14	14	24	18	17	22	19	22	16	13

*Estimated
NA Information not Available
NR Information not Reported

Table 27
Number of Students Completing Preparation for Foreign Language Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

TOTAL: REGENTS FOREIGN LANGUAGE TEACHING CERTIFICATES (7-12) (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	9	4	4	5	2	8	0	3	7	22	13	16	13	10	19	8	15	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	4	1	8	7	2	8	9	8	10	7
Wichita State University	3	1	1	2	1	3	4	0	0	3	3	4	7	5	5	4	5	4	3
Emporia State University	10	6	7	6	6	2	4	4	3	2	5	3	0	1	1	2	1	3	4
Pittsburg State University	NA	NA	NA	2	7	2	3	2	2	1	2	3	2	4	1	5	4	2	2
Fort Hays State University	NA	NA	NA	NA	NA	1	2	2	1	1	1	2	4	2	4	5	2	2	1
Totals	22	11	12	15	16	16	13	11	13	33	25	36	33	24	38	33	35	21	17

*Estimated
NA Information not Available
NR Information not Reported

Table 28
Number of Students Completing Preparation for Foreign Language Teaching Certificates for the First Time at Kansas Four-Year Private Institutions
1980-98

FRENCH

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	0	0	0	0	0	0	0	0	1	0	0	1	0	2	0	0	0	0	0
Benedictine	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
Bethany	NA	NA	NA	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
St. Mary	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washburn	1	0	0	0	0	0	0	1	0	1	3	0	0	0	0	2	NR	2	0
Totals	1	1	1	0	0	0	0	2	1	1	3	2	0	2	0	2	0	2	0

*Estimated
NA Information not Available
NR Information not Reported

Table 29
Number of Students Completing Preparation for Foreign Language Teaching Certificates for the First Time at Kansas Four-Year Private Institutions
1980-98

GERMAN

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0
Bethel	0	1	0	0	0	0	2	0	2	0	1	0	0	0	2	0	1	0	0
Washburn	0	0	2	0	0	0	0	0	0	1	0	3	0	0	1	1	NR	0	0
Totals	0	1	2	0	0	0	2	0	2	1	1	3	1	1	3	1	2	0	0

*Estimated
NR Information not Reported

Table 30
Number of Students Completing Preparation for Foreign Language Teaching Certificates for the First Time at Kansas Four-Year Private Institutions
1980-98

SPANISH

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	0	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	3	1
Benedictine	0	0	0	0	1	0	0	1	0	1	0	0	1	0	0	1	1	0	0
Bethany	NA	NA	NA	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0
Bethel	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	2	1	0
Friends	0	0	0	0	0	0	1	0	0	0	1	2	2	1	5	2	1	1	1
Kansas Wesleyan	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	NA	0	0
McPherson	0	0	0	0	0	0	0	0	0	0	0	1	0	NA	0	1	NA	NA	0
Mid-Amer. Naz.	0	1	0	0	2	2	0	0	0	0	0	0	2	2	0	0	0	5	1
St. Mary	0	0	1	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	0
Southwestern	1	0	0	0	0	0	0	0	1	0	0	0	0	NA	NA	NA	0	1	0
Washburn	0	0	0	0	1	0	1	1	0	2	2	0	0	1	4	1	NR	1	0
Totals	1	1	1	0	4	3	2	2	2	5	4	6	7	6	10	5	6	13	3

*Estimated
NA Information not Available
NR Information not Reported

Table 31
Number of Students Completing Preparation for Foreign Language Teaching Certificates for the First Time at Kansas Four-Year Private Institutions
1980-98

TOTAL: PRIVATE FOREIGN LANGUAGE TEACHING CERTIFICATIONS (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	0	0	0	0	0	0	0	0	2	0	0	2	1	4	1	0	2	3	1
Benedictine	0	1	0	0	1	0	0	1	0	1	0	1	1	0	0	1	1	0	0
Bethany	NA	NA	NA	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0
Bethel	0	1	0	0	0	0	2	0	2	1	1	1	0	0	2	0	3	1	0
Friends	0	0	0	0	0	0	1	0	0	0	1	2	2	1	5	2	1	1	1
Kansas Wesleyan	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	NA	0	0
McPherson	0	0	0	0	0	0	0	0	0	0	1	2	1	0	0	1	NA	NA	0
Mid-Amer. Naz.	0	1	0	0	2	2	0	0	0	0	0	0	2	0	0	0	0	5	1
St. Mary	0	0	2	0	0	0	0	0	0	1	0	1	1	1	0	0	1	1	0
Southwestern	1	0	0	0	0	0	0	0	1	0	0	0	0	NA	NA	NA	0	1	0
Washburn	1	0	2	0	1	0	1	2	0	4	5	3	0	1	5	4	NR	3	0
Totals	2	3	4	0	4	3	4	4	5	7	9	13	8	7	13	8	8	15	3

*Estimated
NA Information not Available
NR Information not Reported

Table 32
Number of Students Completing Preparation for Physics Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

PHYSICS

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	3	3	2	5	4	1	3	3	5	4	3	6	4	2	0	1	0	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3	6	1	5	5	6	5	7
Wichita State University	NA	NA	NA	NA	NA	NA	NA	4	7	7	3	1	0	1	10	6	0	0	1
Emporia State University	2	2	0	4	3	0	1	2	3	1	0	5	0	3	1	4	6	1	1
Pittsburg State University	0	2	2	2	1	4	3	5	0	0	0	3	0	1	2	2	1	0	0
Fort Hays State University	NA	NA	NA	NA	NA	0	1	1	3	3	3	1	0	1	0	0	1	0	0
Totals	5	7	4	11	8	5	8	15	18	15	9	19	10	9	18	18	14	6	9

*Estimated
NA Information not Available
NR Information not Reported

Table 33
Number of Students Completing Preparation for Physics Teaching Certificates (7-12) for the First Time at Kansas Four-Year Private Institutions
1980-98

PHYSICS (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0
Benedictine	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0
Bethany	NA	0	0	0	0	1	3	3	0	3	2	3	3	0	1	0	0	0	0
Bethel	0	0	0	0	0	1	0	1	0	1	0	0	3	1	0	0	0	0	0
Friends	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kansas Wesleyan	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	NA	0	0
McPherson	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	NA	NA	0	NA	0	0
Ottawa	NA	NA	NA	NA	NA	0	0	0	0	1	0	0	0	0	0	0	NA	0	0
Southwestern	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	0	0	1	1
Washburn	0	0	0	0	1	1	0	1	0	0	1	1	0	0	0	0	NR	0	0
Totals	0	0	0	2	3	3	4	7	0	5	3	4	7	2	2	1	1	1	1

*Estimated
NA Information not Available
NR Information not Reported

Table 34
Number of Students Completing Preparation for Chemistry Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

CHEMISTRY (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	8	4	4	8	12	5	0	0	2	2	4	2	5	2	0	2	4	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	23	13	8	18	16	20	14	18
Wichita State University	NA	NA	NA	NA	NA	NA	NA	5	3	10	8	4	6	2	10	6	2	0	1
Emporia State University	0	3	2	3	4	2	1	2	5	3	0	5	0	4	3	2	9	3	3
Pittsburg State University	2	6	10	8	6	15	16	1	2	7	6	8	3	0	2	0	1	0	0
Fort Hays State University	NA	NA	NA	NA	NA	2	1	1	0	1	0	1	0	0	1	0	1	1	0
Totals	10	13	16	19	22	24	18	9	12	23	18	43	27	16	34	26	37	18	22

*Estimated
NA Information not Available
NR Information not Reported

Table 35
Number of Students Completing Preparation for Chemistry Teaching Certificates (7-12) for the First Time at Kansas Four-Year Private Institutions
1980-98

CHEMISTRY (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	0	0	0	0	0	0	0	0	1	0	0	0	0	2	1	1	0	0	0
Benedictine	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	1	1	0	1
Bethany	NA	0	0	0	0	1	1	0	1	0	4	1	1	1	1	1	0	0	2
Bethel	0	0	2	2	0	3	0	3	0	1	0	0	2	1	1	0	2	0	0
Friends	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0
Kansas Newman	0	0	0	0	0	2	0	0	0	1	1	1	2	2	2	3	6	0	2
Kansas Wesleyan	0	0	0	1	1	0	0	0	2	1	0	0	0	0	0	0	NA	1	0
McPherson	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	NA	1	1	NA	0	0
Mid-Amer. Naz.	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	2	0	0	0
Ottawa	NA	NA	NA	NA	NA	0	0	0	0	1	0	2	0	0	0	0	0	1	0
Southwestern	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	1	1	NA	1	1	0
Sterling	0	0	0	0	0	0	0	0	0	1	0	0	0	0	NA	NA	NA	0	1
Tabor	1	0	0	0	1	0	1	0	0	0	0	1	1	NA	NA	1	1	0	0
Washburn	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	NR	0	0
Totals	1	0	2	4	4	6	2	6	4	6	5	7	8	8	7	10	11	3	6

*Estimated
NA Information not Available
NR Information not Reported

Table 36
Number of Students Completing Preparation for Biology Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

BIOLOGY

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	8	4	6	8	6	7	6	3	4	6	7	9	8	6	8	11	9	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	18	15	10	13	18	14	13	19
Wichita State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	6	6	2	2	1	1	1	3
Emporia State University	NA	NA	NA	6	5	11	8	8	9	11	11	13	13	12	9	15	11	14	14
Pittsburg State University	6	5	7	7	6	9	13	19	6	15	16	15	14	11	11	13	13	18	16
Fort Hays State University	NA	NA	NA	NA	NA	11	2	9	4	7	5	6	9	4	0	6	4	4	8
Totals	14	9	13	21	17	38	29	39	23	39	45	67	65	45	43	64	52	50	60

*Estimated
NA Information not Available
NR Information not Reported

Table 37
Number of Students Completing Preparation for Biology Teaching Certificates (7-12) for the First Time at Kansas Four-Year Private Institutions
1980-98

BIOLOGY

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	NA	NA	NA	NA	NA	NA	1	1	3	4	3	4	0	6	3	2	3	1	1
Benedictine	1	1	1	2	NA	3	2	NA	1	1	NA	NA	NA	NA	NA	1	0	3	1
Bethany	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	0	1	2	2	1	2	1	2	2
Bethel	1	2	1	2	0	1	1	2	0	0	0	1	0	0	1	0	2	2	0
Friends	1	3	0	0	1	0	0	0	2	1	0	2	0	1	2	2	0	1	4
Kansas Newman	1	0	2	1	0	1	2	0	1	1	4	3	0	8	8	10	8	5	2
Kansas Wesleyan	0	1	6	1	0	1	2	1	0	0	0	0	1	0	0	0	NA	0	1
McPherson	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	0	2	NA	0	0	NA	1	1
Mid-Amer. Naz.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	1	9	0	0	2
Ottawa	0	0	0	0	0	0	0	4	1	1	0	3	1	2	4	1	5	0	0
St. Mary	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Southwestern	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2	3	0	4	0
Sterling	0	2	1	0	0	0	1	1	1	1	5	1	2	2	4	3	NA	4	2
Tabor	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	1	1	0	0
Washburn	1	0	1	2	3	4	3	7	1	0	4	4	2	3	0	2	NR	1	1
Totals	5	9	12	8	4	10	12	16	10	10	17	20	10	24	27	36	20	24	18

*Estimated
NA Information not Available
NR Information not Reported

Table 38
Number of Students Completing Preparation for English Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

ENGLISH

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	26	29	15	13	15	14	7	8	17	19	14	20	28	30	30	14	13	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	21	23	20	20	20	29	26	25	26
Wichita State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	17	14	16	23	11	8	10	11	8
Emporia State University	13	9	9	10	11	8	6	9	8	4	7	12	16	18	16	25	23	19	15
Pittsburg State University	6	5	7	7	6	9	13	9	6	15	16	15	14	16	10	11	12	10	14
Fort Hays State University	NA	NA	NA	NA	NA	9	11	10	10	7	13	9	13	11	15	9	7	10	13
Totals	45	43	31	30	32	40	37	36	41	45	88	93	107	118	102	96	91	75	76

*Estimated
NA Information not Available
NR Information not Reported

Table 39
Number of Students Completing Preparation for English Teaching Certificates (7-12) for the First Time at Kansas Four-Year Private Institutions
1980-98

ENGLISH

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	1	1	1	1	3	0	1	1	6	4	6	4	3	2	4	5	1	5	1
Benedictine	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3	2	3	1	2
Bethany	NA	NA	NA	NA	NA	2	5	0	0	0	5	3	2	1	4	3	1	3	1
Bethel	3	2	0	1	2	3	4	1	1	1	2	1	2	0	3	2	3	1	2
Friends	0	0	2	3	0	2	2	3	6	2	2	6	3	2	1	0	2	3	1
Kansas Newman	1	0	2	1	0	1	2	0	1	1	4	3	0	9	9	6	6	10	5
Kansas Wesleyan	0	4	3	2	1	2	1	3	0	1	1	0	3	3	3	2	NA	1	0
McPherson	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	1	4	1	3	2	NA	1	1
Mid-Amer. Naz.	0	0	0	0	2	4	4	1	2	0	0	4	5	6	3	0	3	4	3
Ottawa	2	3	0	1	2	1	0	1	2	0	4	3	3	6	2	6	2	9	3
St. Mary	2	1	0	4	3	1	3	0	1	2	0	0	3	3	2	1	3	1	2
Southwestern	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	1	1	2	2	2	3	0	1	2
Sterling	0	1	1	0	1	2	5	3	4	1	2	2	4	1	4	1	NA	2	5
Tabor	2	0	0	1	1	0	0	2	3	1	0	2	2	3	2	2	2	3	1
Washburn	2	3	4	5	6	3	8	4	8	9	9	11	8	10	14	8	NR	11	11
Totals	13	15	13	19	21	21	35	19	34	22	36	41	44	49	59	43	26	56	40

*Estimated
NA Information not Available
NR Information not Reported

Table 40
Number of Students Completing Preparation for Vocal Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

VOCAL

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NR
Kansas State University	NA	NA	NA	2	7	3	6	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Wichita State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	10	22	12	NA	NA	NA	NA	NA	NA
Emporia State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2	1	NA	NA	NA	0	0	0	0
Pittsburg State University	3	2	5	1	2	2	1	1	NA	NA	NA	NA	NA	NA	NA	NA	0	0	0
Fort Hays State University	NA	NA	NA	NA	NA	4	2	3	5	4	2	1	3	2	3	1	0	0	0
Totals	3	2	5	3	9	9	9	9	5	4	14	24	15	2	3	1	0	0	0

*Estimated
NA Information not Available
NR Information not Reported

Table 41
Number of Students Completing Preparation for Instrumental Teaching Certificates (7-12) for the First Time at Kansas Regents' Institutions
1980-98

INSTRUMENTAL

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NR
Kansas State University	NA	NA	NA	2	6	2	4	4	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Wichita State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	13	19	15	NA	NA	NA	NA	NA	NA
Emporia State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	1	NA	NA	NA	0	0	0	0
Pittsburg State University	8	3	3	1	5	2	1	2	NA	NA	NA	NA	NA	NA	NA	NA	0	0	0
Fort Hays State University	NA	NA	NA	NA	NA	5	6	3	2	3	1	3	3	2	1	0	0	0	0
Totals	8	3	3	3	11	9	11	9	2	3	15	23	18	2	1	0	0	0	0

*Estimated
NA Information not Available
NR Information not Reported

99

Table 42
Number of Students Completing Preparation for Vocal and Instrumental Teaching Certificates (7-12)
for the First Time at Kansas Regents' Institutions
1980-98

VOCAL and INSTRUMENTAL (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	74	58	24	37	30	23	10	4	13	3	11	6	16	9	5	2	16	NR	NR
Kansas State University	NA	NA	NA	NA	NA	NA	NA	NA	11	8	5	5	9	9	10	10	10	13	14
Wichita State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	10	19	11	10
Emporia State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	5	5	7	5	13	3
Pittsburg State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	6	6	4	5	7	2	5	4	2	4
Fort Hays State University	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	3	3	5
Totals	74	58	24	37	30	23	10	4	24	17	22	15	30	30	22	35	57	42	36

*Estimated
NA Information not Available
NR Information not Reported

Table 43
Number of Students Completing Preparation for Vocal Teaching Certificates (7-12) for the First Time at Kansas Four-Year Private Institutions
1980-98

VOCAL

(Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Bethel	3	4	2	2	3	1	2	1	1	4	2	2	NA	NA	NA	NA	2	3	0
Friends	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	0
Kansas Wesleyan	NA	NA	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Mid-Amer. Naz.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2	0
Ottawa	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	0	0	0
Southwestern	NA	NA	NA	NA	NA	NA	0	3	0	0	0	0	2	0	1	1	0	NA	NA
Tabor	2	1	1	2	1	0	0	2	1	3	0	0	0	0	0	0	0	0	0
Washburn	0	1	0	0	0	0	0	3	0	0	0	0	0	0	0	0	NR	1	-
Totals	5	6	4	4	4	1	2	9	2	7	2	2	2	0	1	2	2	6	0

*Estimated
NA Information not Available
NR Information not Reported

Table 44
Number of Students Completing Preparation for Instrumental Teaching Certificates (7-12) for the First Time at Kansas Four-Year Private Institutions
1980-98

INSTRUMENTAL (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Bethel	NA	NA	NA	NA	NA	NA	NA	1	0	1	0	0	NA	NA	NA	NA	1	0	NA
Mid-Amer. Naz.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	0
Ottawa	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	0	0	0
Tabor	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0
Washburn	3	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	NR	1	1
Totals	4	1	1	2	0	0	0	1	1	1	0	0	0	0	0	2	1	2	1

*Estimated
NA Information not Available
NR Information not Reported

Table 45
Number of Students Completing Preparation for Vocal and Instrumental Teaching Certificates
for the First Time at Kansas Four-Year Private Institutions
1980-98

VOCAL and INSTRUMENTAL (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	NA	NA	NA	NA	NA	NA	1	3	2	1	2	4	2	6	3	2	0	2	5
Benedictine	1	2	1	2	0	4	0	0	3	0	0	0	4	0	1	1	3	1	2
Bethany	NA	5	6	3	6	0	1	0	3	4	7	2	1	5	7	2	2	4	2
Bethel	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	3	0	5	2	1	3	0
Friends	6	6	10	4	7	6	4	4	4	2	6	1	1	5	2	5	6	11	4
Kansas Wesleyan	NA	2	NA	0	0	0	0	0	1	1	0	0	2	2	2	NA	NA	NA	NA
McPherson	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	2	1	NA	NA	NA	NA	1	1
Mid-Amer. Naz.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	2	3	3	1	4	2
Ottawa	0	0	0	1	0	0	1	3	1	1	3	0	0	1	1	1	0	0	0
Southwestern	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	0	1	1
Sterling	5	1	0	2	2	1	0	1	0	0	0	1	3	1	3	1	NA	1	2
Tabor	0	2	3	0	0	0	1	0	2	1	0	1	0	4	2	1	3	1	0
Washburn	6	4	5	5	4	0	2	4	4	7	1	3	7	4	6	6	NR	0	1
Totals	18	22	25	17	19	11	10	15	20	17	20	14	24	30	35	25	16	29	20

*Estimated
NA Information not Available
NR Information not Reported

Table 46
Number of Students Completing Preparation for Business Education (7-12) for the First Time at Kansas Regents' Institutions
1985-98

BUSINESS EDUCATION: REGENTS (Calendar Year Jan 1 - Dec 31)

	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas State University	NA	NA	16	18	9	12	20	11	11	21	9	14	9	18
Emporia State University	16	9	4	11	12	14	15	15	16	15	13	7	13	13
Fort Hays State University	10	18	13	13	14	15	11	11	16	14	4	7	15	7
Totals	26	27	33	42	35	41	46	37	43	50	26	28	37	38

*Estimated
NA Information not Available
Note: Prior to 1985 only Pittsburg State University reported business education certification

Table 47
Number of Students Completing Preparation for Business Education (7-12) for the First Time at Kansas Four-Year Private Institutions
1980-98

BUSINESS EDUCATION: PRIVATE (Calendar Year Jan 1 - Dec 31)

	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	3	0	3	0
Benedictine	0	1	0	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	0	0
Bethany	NA	0	0	0	0	0	0	0	0	0	4	0	2	1	1	1	2	2	0
Bethel	0	1	0	2	0	4	2	0	3	1	0	NA	NA	NA	NA	NA	NA	NCP	NCP
Friends	1	1	0	1	0	0	2	1	3	1	3	3	4	3	1	0	3	4	4
Mid-Amer. Naz.	NA	NA	NA	NA	NA	NA	NA	1	1	2	1	0	1	0	1	1	0	0	5
Southwestern	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	1	0	0
Sterling	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	NCP	1	0
Tabor	0	0	4	1	3	1	3	4	2	2	2	3	2	0	2	0	0	1	1
Washburn	0	0	0	0	0	0	0	1	0	2	2	2	3	1	0	2	NR	1	2
Totals	1	3	4	5	3	5	7	7	9	8	12	8	13	5	5	7	6	12	12

*Estimated
NA Information not Available
NR Information not Reported
NCP No Certification Program
All Other Schools: No Certification Program or data not available

Table 48
Number of Students Completing Elementary Education (K-9) Certification at Kansas Regents Institutions
1987-98

ELEMENTARY EDUCATION: REGENTS (K-9) (Calendar Year Jan 1 - Dec 31)

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas University	51	90	78	73	76	80	77	90	69	61	NR	NR
Kansas State University	161	163	174	183	253	273	284	276	252	269	196	235
Wichita State University	NA	NA	NA	91	111	117	109	87	128	121	102	100
Emporia State University	72*	88*	113*	108*	126*	151	160	134	133	164	130	116
Pittsburg State University	89	107	95	99	99	103	126	103	117	84	86	89
Fort Hays State University	78	108	114	108	149	125	123	127	81	91	98	68
Totals	451	556	574	662	814	849	879	817	780	790	612	608

*Estimated
NA Information not Available
NR Information not Reported

Table 49
Number of Students Completing Elementary Education (K-9) at Kansas Private Institutions
1987-98

ELEMENTARY EDUCATION: PRIVATE (K-9)

(Calendar Year Jan 1 - Dec 31)

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Baker	13	16	11	7	15	11	17	24	12	22	13	12
Benedictine	20	27	27	12	17	13	14	18	27	17	19	14
Bethany	12	20	13	30	22	12	14	12	19	12	21	23
Bethel	12	18	23	13	20	12	18	10	15	19	15	12
Friends	12	13	18	12	32	19	32	21	22	NA	22	15
Kansas Newman	9	69	13	27	39	61	105	118	119	110	107	109
Kansas Wesleyan	0	0	0	0	0	0	0	0	0	0	11	3
McPherson	0	0	0	0	0	0	0	0	0	0	10	10
Mid-Amer. Naz.	29	23	36	29	25	49	34	30	35	24	29	27
Ottawa	8	11	11	19	32	39	18	31	33	34	46	55
St. Mary	12	11	10	14	14	45	56	63	54	32	20	25
Southwestern	24	22	19	20	23	17	14	19	16	20	22	11
Sterling	0	0	0	0	0	0	0	0	0	0	25	15
Tabor	15	11	14	8	14	12	13	14	17	12	16	13
Washburn	166	178	195	191	253	290	335	360	369	NR	49	46
Totals	332	419	390	382	506	580	670	720	738	302	425	390

*Estimated
NR Information not Reported

Table 50
Number of Students Completing Library Media Specialist (K-12) Certification at Kansas Regents Institutions
1987-98

LIBRARY MEDIA SPECIALIST (K-12) (Calendar Year Jan 1 - Dec 31)

	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	*est 1998
Kansas State University	5	16	15	18	18	9	24	19	8	6	0	0
Emporia State University	NA	NA	NA	NA	NA	43	37	40	32	43	20	28
Pittsburg State University	0	0	0	0	0	0	0	0	0	0	1	2
Fort Hays State University	12	11	22	14	10	16	13	19	11	14	19	14
Totals	17	27	37	32	28	68	74	78	51	63	40	44

*Estimated
Note: No Private Institutions offered Library Media Specialist (K-12) Certification.

Teacher Supply and Demand in Kansas Public Schools
20th Annual, March 1999

Addendum

Statistics from the University of Kansas (KU) were unavailable at press time. Please note the following additional statistics:

Table 20 (page 37)
Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Regents Institutions
1975-98

1994	1997	1998
(73) correct to read 190	152	147

Tables 22-50
Numbers of Teachers Prepared in Selected Areas of Certification

Area	1997	1998
Mathematics	17	17
French	3	3
German	1	2
Spanish	7	3
Physics	3	1
Chemistry	2	3
Biology	13	8
English	14	20
Music (vocal/inst.)	9	13
Elementary	37	34
Physical Education	--	11
Social Studies	--	13

KU does not offer Business Education or Library Media Specialist.

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